

	Rating					
	Not Started	In Progress	Achieved	Maintaining	Evidence	Priority
Family, School, and Community Partnerships						
1. Effective partnerships are coordinated and sustained by a team that is reflective of the broader school community and a strategically developed plan. Effectiveness of the partnership team and plan is routinely assessed for impact and revised as necessary		7/08			*Leadership team roster with names and roles *Meeting schedule with attendance report *One plan with identified partnership activities	High Priority
2. Partnership team and plan are integrated into all other school activities		7/08			*One plan: Activities to develop effective partnership practices listed.	
3. Family and community partnership activities link specifically to student learning outcomes		7/08			*See list of activities in One Plan	
4. Families are engaged in activities as advocates for and participants in student learning and success		7/08			*Attendance (93%) in Parent Teacher Conferences *Attendance of family members on Problem-Solving Team	
5. School vision, policy, practices, and culture promote trust and respect between families and school personnel. School personnel demonstrate attitudes and behaviors that enable them to work effectively across the cultures, abilities, and experiences that are a part of the broader school community		7/08			*School climate audit:: Survey respondents gave an average 3.7 out of 5 on “...family feedback sought and valued...”	
6. School facility is welcoming, safe, and accessible for all families		7/08			*School climate audit.: Survey respondents gave an average of 4.2 out of 5 on ...”feeling welcome...”	
7. Families are engaged through strategies that are diverse and tailored to the realities of families within the broader school community		7/08			*List of family activities offered and attendance *Kindergarten home visit schedule *Title I and school counselor home visit logs	

Not started- The activity occurs less than 25% of the time

In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

	Rating					
	Not Started	In Progress	Achieved	Maintaining	Evidence	Priority
Family, School, and Community Partnerships, continued						
8. School personnel’s efforts to partner with families reflect a belief that all families have the desire and ability to support student success		7/08			*List of activities offered families at the classroom and school-wide level	
9. Families, the school, and the community are engaged in open and regular communication regarding student learning outcomes		7/08			*Attendance records at parent-teacher conferences (93% average over last three years) *Grade-level newsletters *Teacher phone call logs	
10. Communication with families is easily accessed and understood, frequent, and two-way concerning academic and behavioral expectations, strengths, needs, and progress of their children		7/08			*Newsletter available in Spanish *Homework Home-School Log (Agenda)	High Priority
11. Families are provided with information and strategies necessary to support student success		7/08			*List of School-Wide Events: Family Reading Nights (4), Computers and Your Child Grade-Level Sessions (4), Mentor-Mothers program (monthly), School-Wide Behavior Expectations Information Night (Meet the STARS)	
12. Families and community partners are involved in collaborative efforts to support student academic and behavioral outcomes, needs, and concerns		7/08			*Attendance at P-T Conferences *Attendance at problem-solving team meetings *Counselor/principal-facilitated conversations with families of students with intense behavioral needs	
13. Professional development is provided for school personnel to support the development and maintenance of family, school, and community partnerships	7/08				*Teacher-led work session to develop appropriate home packets for literacy (K-2 teachers only)	High Priority
14. The effectiveness of school personnel to collaborate with families and community members is routinely evaluated and	7/08				Evaluation of school personnel does not currently include assessment of this knowledge,	

Not started- The activity occurs less than 25% of the time

In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

professional development is revised as necessary to increase impact					understanding or skill.	
---	--	--	--	--	-------------------------	--

Based on this needs assessment the school staff has identified the following objectives and actions in their planning for the upcoming academic year:

Objective: To increase the influence of the broader school community in school improvement planning:

Actions: Set up a display at the open house that explains our commitment to engaging our families in more meaningful ways. Have a sign-up list for those who want to help us make this happen (identifying best times and places to get together to discuss)

School counselor, Title I Coordinator and Principal will facilitate a series of meetings with interested family and community participants.

Use a facilitator-led tool at the end of each leadership team meeting that allows meeting participants to evaluate the effectiveness of the meeting:

What went well? What could have been better? What will we do differently the next time we come together?

Objective: To better insure the accessibility of home-school communications:

Action: Use the mentor mother group as reviewers of newsletters and communications that are routinely sent to student homes.

Objective: To increase the knowledge, understanding and skill of school staff in effective partnerships:

Actions: Title I coordinator will identify literature that speaks to effective practices in promoting partnerships

Title I coordinator will lead two of the scheduled PLCs on this topic

Not started- The activity occurs less than 25% of the time

In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

Not started- The activity occurs less than 25% of the time

In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

	Rating					
	Not Started	In Progress	Achieved	Maintaining	Evidence	Priority
Family, School, and Community Partnerships, continued						
15. Families and community representatives participate in a variety of activities that have an impact on school decision-making, governance, and improvement						
16. Home and community resources are coordinated with school services to develop an integrated and comprehensive continuum of supports for student success						
Family, School, and Community Partnerships Summary						

Subcomponent Number	Possible Action Steps/ Goals a Leadership Team might put on their action plan .

Not started- The activity occurs less than 25% of the time

In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time

Not started- The activity occurs less than 25% of the time

In progress- The activity occurs approximately 25%-74% of the time

Achieved- The activity occurs approximately 75% to 100% of the time

Maintaining- The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time